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Longitudinal analysis of student learning motivation from past experiences to future career projections

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ABSTRACT

This study investigates the motivational trajectory of Indonesian college students, examining the dynamic shifts that occur from their foundational past experiences to their articulation of future career ambitions. Employing an interpretive qualitative design rooted in narrative inquiry, this study analyzed rich, in-depth interview data from 13 participants (N=13), focusing on their lived motivational experiences across three distinct temporal phases: past, present, and future. Interpreted through the integrated frameworks of Self-Determination Theory (SDT) and the L2 Motivational Self System (L2MSS), the findings document a critical psychological evolution. Initial motivation (the ought-to self) was characterized as controlled and extrinsic, primarily stemming from filial obligation and the intense desire for external familial validation, such as "making parents proud." The current academic phase marks a crucial shift toward identified regulation, characterized by a deliberate focus on self-discipline, procedural consistency and mastery of competencies. Looking forward, career projections reveal a transformation into the ideal self, transcending mere personal success to embrace the eudaimonic goals of social contribution and legacy creation, often channelled through entrepreneurship. This research highlights adversity as a powerful catalyst in this internalizing process, fostering increased autonomy and self-efficacy. It concludes that genuine, enduring motivation in this student population is inextricably linked to a long-term, integrated self-guide centered on meaningful community impact and relatedness, moving beyond purely material aspirations.

Keywords: longitudinal analysis; student motivation; vocational education; career projection; qualitative study

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1. INTRODUCTION

Contextualizing motivation in Indonesian higher education, the bedrock of academic persistence and career readiness, particularly within vocational and tertiary education contexts, rests on sustained student motivation. Research across educational psychology consistently affirms that a student's motivational quality is critically interwoven with their academic well-being, persistence rates, and overall achievement (Bureau et al., 2022). Within the demanding, high-stakes environment of the Indonesian higher education system, a student's capacity to maintain drive throughout lengthy and challenging curricula serves as a key determinant of eventual professional success (Paumier & Chanal, 2023).

Motivation, fundamentally, is not a fixed attribute but a dynamic, temporally shifting construct that varies significantly with context (Lamb, 2011; Vallerand, 2008). To capture this inherent dynamism accurately, research necessitates the use of rich qualitative biographical data. This methodology allows for a deep exploration of the complex psychological forces the "why" that underlie shifts in behavioral intensity and orientation. This approach offers depth that is often unattainable using large-scale quantitative methods alone.

Indonesian students frequently navigate a complex landscape of motivational pressures, balancing intense familial expectations (sometimes conceptualised as a "motivational debt") with fierce career competition (Koçak et al., 2021). These expectations often originate from the profound influence of the family unit, a fundamental factor shaping decisions regarding schooling, peer affiliations, and future careers (Koçak et al., 2021). Understanding how these pervasive external pressures are absorbed and transformed throughout the student lifecycle is essential for designing effective educational interventions (Gahar et al., 2025). The reliance on personal narratives in this study is intended to provide a rich, detailed portrait of this motivational transformation, offering critical insights often overlooked in more generalized studies.

The empirical phenomenon underlying this study is the complex psychosocial reality faced by vocational students in Indonesia, particularly in major tourism hubs such as Bali. These students must navigate the unique tension between the cultural weight of familial obligation, often experienced as motivational debt, and the rigorous demands for adaptability within a highly competitive global tourism industry. This investigation is particularly urgent given the current socio-economic dynamics, specifically the significant paradigm shift in career projections rather than merely filling service labor gaps, and the younger generation is increasingly encouraged to pursue entrepreneurship and job creation as pathways to social contribution and legacy. This transition necessitates not only technical proficiency but also a profound motivational transformation moving from external compliance to self toward eudaimonic internal resilience to ensure the sustainable quality of human resources in a sector that serves as a vital pillar of the national economy.

To effectively analyze the complexity of the motivational trajectories observed, this study synthesizes two robust and complementary theoretical frameworks: Self-Determination Theory (SDT) and the L2 Motivational Self System (L2MSS). Self-Determination Theory (SDT), pioneered by Ryan & Deci (2000), provides a powerful model for classifying motivation based on its underlying quality or orientation. SDT differentiates between intrinsic motivation (driven by inherent interest) and extrinsic motivation (driven by separable outcomes or pressures) (Ryan & Deci, 2000). Crucially, extrinsic motivation is placed along an autonomy continuum, spanning from controlled forms like external regulation and introjected regulation (actions driven by avoidance of guilt or external praise) to more autonomous forms such as identified regulation and integrated regulation (Ryan & Deci, 2000). Integrated Regulation represents the apex of internalization, where externally sourced goals are fully assimilated into an individual's self-concept and core values (Ryan & Deci, 2000). Central to SDT are the three basic psychological needs autonomy, competence, and relatedness, whose satisfaction is posited to facilitate self-determined motivation and psychological flourishing (Ryan & Deci, 2000). Bali as a tourist destination, English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication. English exists as a global language. Therefore, English is widely regarded as a global language (Anggayana et al., 2016). It is even known as an international language (Asriyani et al., 2019b). English is an example of a language regarded as a foreign language in Indonesia (Anggayana, 2023a). It is

done to minimize errors in grammar or English grammar aspects, such as the use of tenses in sentences (Lindawati et al., 2018b).

The skills and components of the language contained in them are still general and less relevant to the needs of student (Sudipa et al., 2020). Grammar is a set of rules contained in certain languages (Lindawati et al., 2018a). It is possible to develop their communicative competence in four language skills, namely listening, speaking, reading, and writing skills (Asriyani et al., 2019a). The primary energy source in terms of language sounds is the presence of air through the lungs (Anggayana et al., 2021). Languages studied can contribute to the Language Development and another researcher around the world (Anggayana et al., 2020). Even though Indonesia consists of various dialects, it is not an obstacle (Anggayana et al., 2013). Speaking English has become a conversation that is often done by foreign tourists (Anggayana et al., 2019). In these services, facilities, and service quality spearhead in terms of giving a good impression of service (Anggayana & Sari, 2017). Produces rules relating to the use and use of language on hospitality students. It uses theories and other disciplines related to the use of language is essential (Anggayana, 2022a).

In the cultural tourism industry is included (Redianis et al., 2019). Since Balinese people conduct many cultural and religious activities (Budasi et al., 2021). The tourism sector can provide economic, social and cultural benefits for all stakeholders of tourism stakeholders (Osin, Pibriari, et al., 2019). One of the developments in tourism is to open opportunities for the millennial generations to conduct tourism in tourism village synergizing different parties, namely, the community and the Government (Osin et al., 2021). Observing the growth and development of world tourism which continues to move dynamically and the tendency of tourists to travel in various different patterns is an opportunity as well as a challenge for all destinations (Suarthana et al., 2020). Community-based tourism can be used as one of the solutions in increasing the participation and involvement of local communities in understanding the desires, needs, and listening to the aspirations of the community in the planning and development of community-based tourism is very fundamental because the community is the driving force and the main aspect in tourism (Wiramatika et al., 2024). It is not surprising that the tourism industry is an important economic sector, where most people work in the tourism industry (Budasi & Anggayana, 2019).

The progress of a nation is largely determined by the quality of education of its population (Anggayani & Osin, 2017). The tourism sector continues to be encouraged because this sector is a mainstay in generating public income and foreign exchange for the country (Suryawati & Osin, 2022). The development of tourism industry will affect the increasing income of the community around attractions and the creation of employment opportunities (Osin, Kusuma, et al., 2019). Bali is the center of tourism in Indonesia and one of the world's leading tourist destinations (Yanti & Anggayana, 2023). Many language expressions can be used to greet and offer help to the customers. In using those expressions, choosing the proper expression that suits the situation and the degree of the formality is essential (Anggayana, 2022b). The interests of tourism began to explore the potential of the region and as much as possible to package it into alternative tourism products (Suryawati et al., 2021). The existence of the tourism industry today has increased significantly both in quantity and quality, which is able to make an economic contribution to the country's foreign exchange (Osin et al., 2020).

Everyday hospitality students on campus attend lectures and practice according to their respective majors. There are still many found that errors in writing. This is very important to study, considering that hospitality students will often communicate with foreign guests, using English (Anggayana & Wartana, 2022). Technology in this era is increasingly growing, advanced and modern. This requires the existence of quality human resources. Qualified humans are expected to be able to participate in the development of a country (Sengkey et al., 2022). English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication (Antara et al., 2023). Indonesia is better known internationally, as evidenced by the presence of tourist visits from various countries (Putra & Anggayana, 2023).

The tourism sector is a dynamic and multicultural industry that heavily relies on effective communication to cater to diverse audiences (Anggayana, 2023b). Strong English skills allow professionals to confidently interact with senior management, participate in important meetings, and articulate their ideas and concerns (Asriyani & Anggayana, 2023). The rapid development of information and

communication technology in this digital era has brought significant changes in various aspects of life, including in the field of education (Anggayana, 2024a). In today's era of globalization, it is important for hospitality students who come from Balinese culture to gain a deep understanding of English as an important cross-cultural language in the hospitality industry (Anggayana, Osin, Wiramatika, et al., 2024). Education at the vocational level tends to receive English material that is identical to Academic Education in general, so that students who take Vocational Education receive material that is not in accordance with the Study Program when taking Higher Education (Anggayana, 2024b). A core element of the hospitality industry, demands proficiency in English for communication and ensuring that service standards are met (Anggayana, Asriyani, et al., 2024).

Effective communication is a cornerstone of successful language learning, particularly in English as a Foreign Language (EFL) contexts (Lindawati et al., 2024). Bali as a tourist destination, English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication (Anggayana, Osin, Sumardani, et al., 2024). English also needs to be considered to support successful communication with foreign tourists, English is an important aspect in communication (Anggayana, Asriyani, et al., 2025). Tourism has been proven to be able to bring economic benefits, create business opportunities, employment and the sustainability of tourism is very dependent on the sustainability of tourism resources (Wiramatika et al., 2025).

Bali as one of Indonesia's top tourist destinations, is renowned not only for its cultural heritage but also for its unique natural landscapes (Anggayana, Osin, et al., 2025). Most English is used on signboards, flyers, and texts on electronic media, followed by Indonesian (Anggayana, Wiramatika, et al., 2025). Motivation mediates the influence of leadership style on employee performance (Agustiani et al., 2025). In the current globalized environment, English has become a universal language for communication, especially in international business, academia, and the hospitality industry (Asriyani et al., 2025).

Despite the extensive literature on student motivation, a critical theoretical and methodological gap remains regarding the longitudinal mechanisms of internalization within non Western vocational contexts. While existing studies predominantly employ cross sectional quantitative designs to measure motivational intensity, they frequently overlook the dynamic process of how culturally rooted extrinsic motivation specifically the ought-to self driven by filial piety can evolve into autonomous agency over time. Furthermore, prior research has rarely examined how this transition specifically operates within the high pressure environment of hospitality education, where professional standardization often conflicts with personal autonomy. This study addresses these gaps by integrating Self-Determination Theory (SDT) and the L2 Motivational Self System (L2MSS) through a longitudinal narrative inquiry. Its primary contribution is the identification of a novel psychological mechanism, it maps how motivational debt is not merely discarded but is transformed through adversity into a resilience-based entrepreneurial Ideal Self, thereby offering a new boundary condition for understanding eudaimonic motivation in collective cultures.

In the era of globalization and increasingly rapid advances in information technology, it has brought major changes in various sectors (Aseng et al., 2025). The L2 Motivational Self System (L2MSS), conceptualized by Dörnyei (2005), frames motivational goals across distinct temporal dimensions, making it ideally suited for longitudinal analysis. This system encompasses the Ideal L2 Self (the aspirational, desired future identity, frequently tied to professional accomplishment), the Ought-to L2 Self (the self one feels compelled to become to satisfy external expectations or mitigate negative outcomes), and the L2 Learning Experience (Dörnyei, 2005). In the context of career planning, the ideal self acts as a crucial motivational engine, inspiring directed action toward highly valued future outcomes (Dörnyei, 2005).

The strategic integration of SDT and L2MSS enables the investigation of both what motivates students (the specific goals defined by L2MSS components) and why they are motivated (the quality of motivation characterized by the SDT autonomy level). This combined perspective offers a robust model for analyzing the evolutionary nature of student motivation, systematically tracing how externally imposed goals (the ought-to self) are internalized over time, potentially transforming into authentic, personal aspirations (the ideal self) (Dörnyei, 2005).

This study was designed with three primary objectives (a) to identify and analyze the principal motivational orientations adopted by students across three distinct temporal phases: past (formative

experience), present (current academic process), and future (career projection). (b) to systematically map the observed shift in motivational quality along the SDT regulatory continuum and the corresponding L2MSS components. (c) to explore the mechanisms of resilience and the definition of life meaning that serve to stabilize motivation during periods of challenge, linking these factors to long-term career persistence.

2. LITERATURE REVIEW

2.1. Theoretical Antecedents of Longitudinal Motivation

Longitudinal investigations in educational motivation often observe a general decline in students' enthusiasm for study as they progress through their educational pathways (Lamb, 2011). However, this decline is often nuanced in its manifestations. While attitudes toward the immediate learning experience (e.g., curriculum quality or class activities) may experience deterioration, the foundational attitudinal basis toward the ultimate outcome, such as the instrumental value of a specific subject for a future career, frequently remains stable and positive (Lamb, 2011). This finding highlights the enduring significance of instrumental motivation, which involves perceiving current learning as a crucial means to achieve desired future professional objectives. In specialized vocational and professional contexts, a high instrumental value is essential for maintaining continuous student engagement and motivation. Students maintain their motivation when they clearly perceive a direct link between their current learning tasks and their highly desired professional future.

2.2. The External Mandate: Ought-to Self and Extrinsic Regulation

The Ought-to L2 Self component of the L2MSS is defined by the attributes an individual believes they must possess to either satisfy expectations imposed by others or to avoid negative consequences successfully (Dörnyei, 2005). In specific non-Western cultural settings, such as Indonesia, this is often powerfully translated into a deep seated sense of filial obligation (Koçak et al., 2021). When this external influence exerts dominance, the resulting motivation is non-autonomous, corresponding to extrinsic regulation, specifically introjected regulation within the SDT framework (Ryan & Deci, 2000). This motivational form is undeniably potent but remains psychologically fragile (Ryan & Deci, 2000). Research confirms that family influence is significantly and positively related to academic satisfaction and career decision self-efficacy, and, ultimately, to overall happiness (Koçak et al., 2021). Yet, when this influence manifests as overwhelming pressure or a felt burden to "repay" parental sacrifice (often conceptualized as "motivational debt"), it can precipitate heightened academic stress and anxiety (Paumier & Chanal, 2023). Students strive for success not for personal fulfillment, but primarily to avoid internal feelings of guilt or external shame, leading to a reliance on validation sourced outside the self.

2.3. The Internal Shift: Competence, Self-Regulation, and Autonomy

A significant theoretical development in longitudinal motivation research involves the necessity of internalizing regulatory mechanisms to ensure academic persistence (Ryan & Deci, 2000). The satisfaction of the need for competence, the subjective experience of being practical and capable within one's social environment, has been identified as the strongest positive predictor of self-determined motivation (Bureau et al., 2022). In vocational education contexts, studies have demonstrated that actively fostering perceived competence, often facilitated by autonomy-supportive behaviors from both faculty and administration, significantly lowers student dropout intentions and predicts improved school performance.

The development of perceived competence is practically achieved through the adoption of Self-Regulated Learning (SRL) strategies. SRL encompasses the mastery of metacognitive and behavioral processes, including goal orientation, consistent effort application, effective time management, and the ability to optimize the learning environment proactively. The active engagement in SRL, evident in student narratives that prioritize "consistency," "discipline," and "time management", directly reinforces the psychological need for competence, transforming abstract external pressure into concrete, manageable behavioral targets. This enables the crucial shift from controlled motivation to identified regulation, where

the student personally values the goal and perceives it as meaningful, even if the task itself is not inherently enjoyable (Ryan & Deci, 2000).

2.4. The Aspirational Goal: Ideal Self and the Eudaimonic Career

The Ideal Self serves as the aspirational future self, providing essential motivational momentum to inspire goal-directed action (Dörnyei, 2005). For students committed to vocational pathways, this often crystallizes into specific, high-stakes professional targets, such as securing international training or cruise ship employment in fields like hospitality. Critically, the most advanced form of autonomous extrinsic motivation is integrated regulation, where professional goals are deeply synthesised and aligned with the individual's core personal values (Ryan & Deci, 2000). This integration is frequently apparent when students articulate clear entrepreneurial aspirations. Entrepreneurship inherently requires a strong drive for achievement, creativity, autonomy, and a willingness to take calculated risks. When vocational students actively pursue entrepreneurial objectives, such as "creating jobs" or generating "positive impact", this ambition operates as integrated regulation. They are not merely seeking personal profit (an external reward) rather, they utilize their career as a powerful vehicle to fulfill deeply held personal values related to community contribution and lasting legacy. This robust focus on long-term purpose and positive influence elevates the career projection to an eudaimonic goal, which centers on a meaningful existence and enduring contribution, thereby creating an exceptionally stable and resilient motivational source (Vallerand, 2008).

3. METHODOLOGY

3.1. Research Design

This study employed an interpretive qualitative design, fundamentally rooted in the principles of narrative inquiry. This choice was methodologically sound, allowing us to capture the complex, holistic, and temporally layered nature of individual motivational experiences, relying on participants' own subjective accounts of their lives. The central aim of narrative inquiry is to illuminate how individuals construct and derive meaning from their experiences through the art of storytelling. The structured retrospective and prospective elements embedded within the interview protocol enabled the researchers to construct a qualitative longitudinal trajectory based on the perceived motivational influences across distinct life stages. By meticulously analyzing the shifts between past, present, and future self-conceptions, the study provides rich interpretive meaning to the process of motivational development.

3.2. Participants and Ethical Considerations

The narrative data set was collected from thirteen Indonesian college students (N=13). A purposive sampling strategy was employed, targeting a cohort enrolled in higher education whose professional aspirations inherently demand strong, sustained motivation and clear career orientation. This ensured that the collected narratives were highly relevant to the study's focus on career projection and motivational adaptation. The research strictly adhered to all institutional ethical standards. All participants offered informed consent, participation was entirely voluntary, and all responses were handled with strict confidentiality, used exclusively for academic research purposes.

3.3. Data Collection Instrument and Translation

The data source consisted of responses to eight open-ended essay prompts designed to elicit deep self-reflection across three distinct temporal phases. The prompts were organized as follows: Past (P1-P2) explored foundational motivations and challenges; Present (P3-P4) investigated current strategies and developmental focus and future (P5-P6) detailed aspirational career and life goals. Supplementary prompts inquired about life meaning (P7) and personal coping strategies (P8).

To guarantee interpretative fidelity, all narratives originally authored in Indonesian were transcribed verbatim and subsequently subjected to rigorous cross-referencing and translation protocols. The thematic analysis involved constant checking between the original language context and the English transcripts. This dual-language approach was necessary to capture cultural nuances, such as the distinction between

general ambition and culturally specific expectations of filial piety, ensuring accurate mapping onto SDT constructs like introjected regulation and integrated regulation. See [Table 1](#)

Table 1. Alignment of narrative prompts, motivational constructs, and theoretical frameworks

Interview Prompt Category (P1-P8)	Analytical Motivational Construct	Theoretical Framework Component	Illustrative Quote Theme
Past Motivation (P1-P2)	Extrinsic Motivation, Avoidance	Ought-to Self, Introjected Regulation	Familial pride, avoiding failure, proving doubters (Current Study)
Current Motivation (P3-P4)	Transitional/Intrinsic Motivation	Competence, Identified Regulation	Discipline, process focus, consistency, skill mastery (Current Study)
Future Projection (P5-P6)	Instrumental/Aspirational Motivation	Ideal L2 Self, Integrated Regulation	Independence, legacy, positive social impact (Current Study)
Life Philosophy (P7-P8)	Eudaimonic Well-being / Resilience	Relatedness, Locus of Control	Gratitude, seeking advice, helping others (Current Study)

3.4. Data Analysis: Thematic Content Analysis

The collected narrative data underwent comprehensive thematic content analysis, following the systematic six-phase procedure articulated by [Braun & Clarke \(2006\)](#). This process commenced with familiarization, where researchers immersed themselves in the transcripts to gain a deep understanding of the students' experiences. This was followed by generating initial codes, meticulously identifying recurring concepts such as "*kerja keras*" (hard work), "*mandiri*" (independent), and "*kegagalan*" (failure) (Current Study). Subsequently, these initial codes were synthesized into potential thematic clusters, which were then reviewed and refined to ensure they accurately and comprehensively represented the entire dataset. The final step involved defining and naming the themes that provided the structure for the subsequent discussion of findings.

To establish the trustworthiness and rigor of the analysis, the methodology prioritized detailed documentation of the coding process and employed conceptual triangulation. Narrative elements were consistently cross-referenced against established motivational constructs derived from SDT and L2MSS, ensuring that all interpretations were firmly grounded in psychological theory. See [Table 2](#)

Table 2. Participant Profile and Thematic Summary (N=13)

Characteristic	Count (N)	Dominant Themes/Inferences
Primary initial motivation (Past)	13 (100%)	Familial obligation/debt and validation seeking
Dominant current focus	12 (92%)	Consistency, discipline, and self-mastery (competence)
Primary future goal (Career)	9 (69%)	Entrepreneurship/self-employment/creating legacy
Primary future goal (eudaimonic)	11 (85%)	Giving meaning, helping others, positive social impact
Primary coping strategy	11 (85%)	Cognitive/spiritual (calm, prayer, seeking counsel)

4. RESULT AND DISCUSSION

4.1. The Longitudinal Motivational Trajectory

The thematic analysis yielded a systematic and positive trajectory in motivational quality across the three temporal phases, demonstrating an evolution from psychologically controlled external drive to an autonomously regulated internal commitment.

4.1.1. Phase 1: Motivational Debt and External Validation (Past)

Analysis of the narratives pertaining to past experiences revealed that students' initial learning motivation was overwhelmingly determined by the ought-to self and driven by pervasive external pressure ([Dörnyei, 2005](#)). The central motivational factor for nearly all participants was the deeply ingrained desire for filial repayment or the need to assert personal worth externally. For instance, participant initials NKVKD explicitly stated that her drive originated from the need to "make parents proud and repay their

hard work" and to demonstrate "that I am capable of standing on my own two feet" (Current Study). Similarly, FYB was motivated by the desire to prove her capabilities, particularly after experiencing doubt from others "*membuktikan bahwa aku mampu*" (Current Study). IKDAB articulated a drive rooted in seeking vindication after being "underrated, considered stupid" "*diremehkan, dianggap bodoh*" (Current Study).

Psychologically, this orientation maps directly onto introjected regulation within SDT (Ryan & Deci, 2000). Students pursue achievement not for personal fulfilment, but primarily to preempt internal feelings of guilt or external shame, leading to a reliance on validation sourced outside the self (Ryan & Deci, 2000). This psychological mechanism, while powerful enough to commence the academic journey, inherently relies on external recognition, establishing a fragile and high-stress dependency. Narratives describing this early phase frequently included references to wrestling with "failure" and "doubt" "*kegagalan dan rasa ragu*" (Current Study). This emotional vulnerability is consistent with studies indicating that controlled motivation often exacts a significant psychological toll, potentially escalating academic stress and compromising mental well-being (Paumier & Chanal, 2023). The past self was thus characterized by an external locus of control, where motivational energy was derived from forces outside personal volition, a reliance that proved insufficient for enduring the inevitable struggles of tertiary education.

4.1.2. Phase 2: Internalization through Competence (Present)

The transition to the present phase is defined by a crucial psychological shift: the students' assertive acceptance of personal responsibility and the focused cultivation of competence. This movement signifies a positive evolution along the SDT continuum toward identified regulation (Ryan & Deci, 2000). The motivational focus deliberately shifts away from external outcomes (e.g., high grades or parental praise) toward mastering the learning process itself.

Students consistently highlighted the acquisition of self-regulatory behaviors as central to their current motivation. Narratives emphasized concrete strategies such as becoming "more disciplined," "appreciating the process," and maintaining "consistency" (Current Study). NKVKD's realization that true success hinges on "who is the most consistent in the process" ("*siapa yang paling konsisten dalam berproses*") rather than who is the fastest competitor clearly exemplifies this profound internal change (Current Study). These reported behaviours reflect the vital role of Self-Regulated Learning (SRL) strategies, encompassing the mastery of metacognitive and behavioural skills necessary for effectively managing academic demands. By focusing on SRL, students actively satisfy their psychological need for competence, a need identified as the strongest predictor of self-determined motivation.

A consistent overarching theme is the recognition of adversity as an empowering catalyst for growth. The narrative accounts indicate that previous feelings of failure or disappointment were not internalized as final verdicts, but rather reframed as empowering learning opportunities. Participant BYPS articulated this transformation, realizing that "the mistake is stopping learning from it... every failure is a stepping stone to courage" (Current Study). This cognitive reframing, wherein setbacks are integrated as essential lessons, directly accelerates the fulfillment of the competence need and substantially builds self-efficacy. This process successfully converts what was once extrinsic pressure into an internalised, self-directed drive. Consequently, the present phase is primarily defined by the conscious fulfilment of the autonomy need, the self-initiated choice to embrace difficulty and assert control over the learning trajectory, thus establishing a resilient, internal locus of control (Ryan & Deci, 2000).

4.1.3. Phase 3: The Ideal Self as Social Legacy (Future)

The prospective analysis of future goals reveals a collective, ideal self-driven vision, characterized by aspirations that deliberately transcend immediate material gain (Dörnyei, 2005). Crucially, future success is defined by the capacity for contribution and lasting social impact, indicating a motivational state that has achieved integrated regulation (Ryan & Deci, 2000).

Two interconnected components dominate these future visions: independence (entrepreneurship) and social contribution. Over two-thirds of the students (69%) projected a career path involving self-employment or business creation, with explicit goals like "having my own business" "*memiliki usaha sendiri*"

or "creating job opportunities for many people" "*menciptakan lapangan kerja bagi banyak orang*". This motivation is further powered by the desire to leverage their success to "help others who are struggling".

This entrepreneurial drive, as articulated in the narratives, is fundamentally more than a quest for personal wealth. Rather, it functions as the practical vehicle for realizing their ultimate integrated self-guide. By establishing their own ventures, they simultaneously satisfy all three psychological needs: they achieve autonomy through self-direction, demonstrate competence through mastery in their professional field (e.g., hospitality or culinary arts), and, most significantly, fulfill relatedness by providing value, employment, and support to their community (Ryan & Deci, 2000). This powerful alignment between deeply held personal values (altruism and community building) and external achievement (business success) makes the resultant motivation exceptionally robust and enduring. This generation's career projection is fundamentally Eudaimonic, positioning professional competence as a foundation for community leadership and lasting legacy, rather than merely securing a lucrative position (Vallerand, 2008).

4.2. Mechanisms of Resilience and Eudaimonic Well-being

The long-term sustainability of the students' motivation is heavily reliant on effective psychological stabilization mechanisms, particularly in navigating the inherent stress and uncertainty of their demanding paths.

4.2.1. Coping Strategies and Relational Support

Analysis of the responses concerning problem-solving (P8) revealed a systematic, two-step strategy for resilience among the participants. The initial step involves emotional regulation, characterized by self-soothing actions such as "staying calm," "thinking clearly/positively," and reliance on spiritual strength ("prayer") (Current Study). The subsequent step involves social/cognitive action, specifically seeking proactive solutions and "asking for advice from experienced people" (Current Study).

AMP exemplified the cognitive reframing aspect, stating, "I believe that every problem will bring wisdom and important lessons for me" (Current Study). NKIM noted that the use of prayer and sharing stories with trusted family or friends helped to alleviate the emotional burden (Current Study). This combined approach of self-soothing and external consultation ensures that challenges are faced with psychological fortitude.

The high level of emotional pressure experienced during the ought-to self phase is substantially mitigated in the later phases through the establishment of robust social support systems. The act of seeking advice or sharing burdens directly fulfills the psychological need for Relatedness (Ryan & Deci, 2000). This relational support provides a crucial emotional safety net that, in turn, allows students to engage in calmer, more objective problem analysis (Competence) (Current Study). This finding underscores that fostering strong teacher-student and peer relationships is not merely an institutional nicety but a critical component of longitudinal motivational maintenance strategy, enabling students to exercise autonomy and process failure without becoming psychologically overwhelmed.

4.2.2. Defining Meaning through Contribution

The narratives consistently define the fundamental meaning of life (P7) through relational and self-transcendent terms, indicating a shift beyond purely hedonistic satisfaction toward Eudaimonic principles (Vallerand, 2008). Recurring themes include the desire to "give meaning" ("*memberi arti*"), "helping others" ("*membantu orang lain*"), and "doing good" ("*berbuat baik*") (Current Study). IKS articulated that meaning is found in "the journey of self-transformation and our ability to touch the hearts of others" (Current Study).

By firmly anchoring their self-worth in contribution and meaningful connection, students effectively insulate their psychological well-being from temporary setbacks in academic or career performance. This external focus, paradoxically, reinforces their internal resilience, as their foundational purpose remains constant irrespective of immediate failure (Ryan & Deci, 2000). This deep integration of meaning substantially reinforces the integrated regulation of the ideal self, confirming that the ultimate, enduring motivator for these students is tied to the creation of a lasting, positive social legacy.

5. CONCLUSION

5.1. Summary of Findings

This comprehensive qualitative study confirms a systematic and fundamentally positive progression in the quality of student motivation across the past, present, and future temporal phases. The trajectory begins with a foundation of externally controlled motivation, defined by the ought-to self and introjected regulation, driven primarily by familial obligation and the need for external validation. This motivation successfully transitions to an internalized state in the present, characterized by identified regulation, which is mediated by the conscious adoption of self-regulatory strategies focused on discipline, consistency, and the fulfillment of the psychological need for competence. The future projection is dominated by the ideal self, which pursues entrepreneurial and social contribution goals, representing the highest form of internalization: integrated regulation. This resilient, enduring motivation is stabilized by coping mechanisms that prioritize emotional regulation and robust relational support, thereby fulfilling the need for relatedness and grounding self-worth in eudaimonic meaning.

5.2. Theoretical Contribution and Practical Recommendations

Theoretical contribution, this research provides robust empirical evidence charting the dynamic movement along the self-determination theory continuum within a non-western vocational educational context. It compellingly demonstrates how initial, vulnerable introjected regulation can be successfully transformed into resilient integrated regulation. This growth is facilitated by the active embrace of difficulty and the deliberate cultivation of self-regulated learning behaviors, underscoring how perceived failure and challenge operate as critical accelerators for the development of autonomy and competence the essential cornerstones of lasting intrinsic drive.

Practical recommendations, (a) cultivate self-regulatory skills, educational institutions must shift their pedagogy to actively incorporate explicit Self-Regulated Learning (SRL) training. This approach helps students psychologically disengage from the pressure of the ought-to self by redirecting their focus from outcome-based performance anxiety to process-based mastery (e.g., consistency and discipline). (b) integrate career education with legacy planning, vocational and higher education counseling must move beyond traditional job placement models. Programs should actively frame professional training and career activities (such as entrepreneurship projects) as vehicles for achieving the students' integrated goals of social impact and community contribution, thereby maximizing the instrumental and eudaimonic value of their education. (c) strengthen relational support systems, given the critical role of social and spiritual coping mechanisms in mitigating stress, institutional support (mentorship, peer groups) must be strengthened. These systems should prioritize fostering relatedness, offering emotionally safe spaces for students to process stress and seek counsel, which is essential for maintaining psychological resilience during challenging phases (Current Study).

5.3. Limitations and Future Research

The findings of this study, while rich in qualitative detail, are constrained by the small, context-specific sample size (N=13) and the reliance on retrospective self-reported narratives (Current Study). These factors necessarily limit the generalizability of the findings to broader populations. Future research is strongly recommended to address these constraints. Specifically, future studies should employ quantitative or mixed-methods longitudinal designs with significantly larger samples. Such designs could systematically track the predictive relationships between self-efficacy, specific coping mechanisms, and the sustained internalization of the ideal self over extended academic and early career periods (Vallerand, 2008). Further solidifying the pathways of motivational transformation observed in this cohort.

Ethical Approval

Not Applicable

Informed Consent Statement

Not Applicable

Disclosure Statement

The Authors declare that they have no conflict of interest

Data Availability Statement

The data presented in this study are available on request from the corresponding author due to privacy reasons.

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